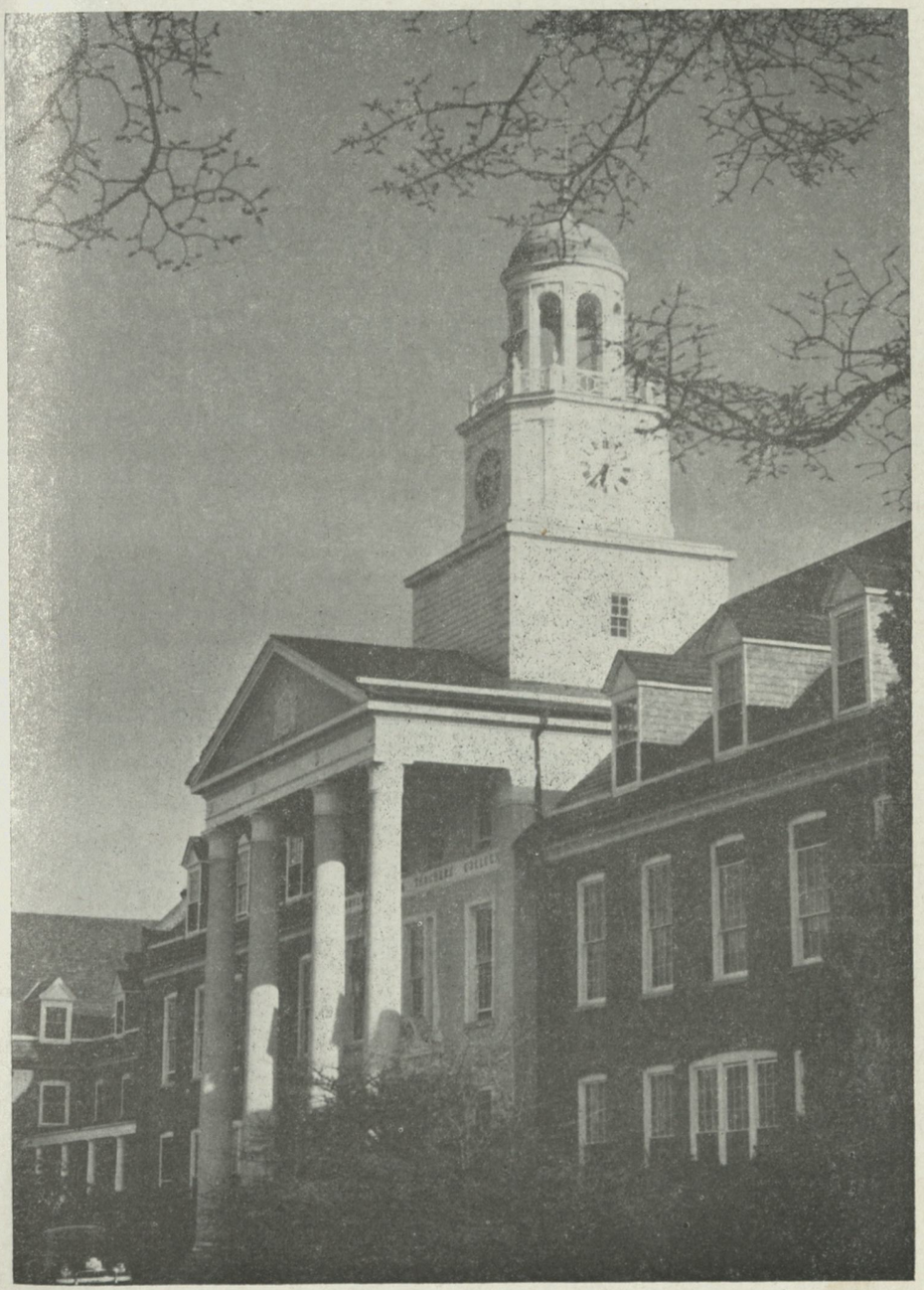
STATE TEACHERS COLLEGE

SALISBURY, MARYLAND

1956 - 1957

CALENDAR FOR 1956-57

September	4, Tuesday	Opening of Dormitories for Freshmen
	5, Wednesday	Freshmen Tests; 9 a.m., Auditorium; start of Veterans' Benefits
	6, Thursday	Freshmen Tests; 9 a.m., Auditorium
	7, Friday	Freshmen Tests; 9 a.m., Auditorium
	10, Monday	Registration for Freshmen; 9:00 a.m. - 3 p.m.
	11, Tuesday	Registration for Sophomores; 9:00 a.m. - 3 p.m.
	12, Wednesday	Registration for Juniors and Seniors; 9:00 a.m. - 3 p.m.
	13, Thursday	Classes begin for all students
October	17, Wednesday	College closes for Md. State Teachers' Association meetings at 11:50 a.m.
	22, Monday	College classes resume at 8:15 a.m.
November	3, Saturday	Alumni Homecoming
	21, Wednesday	College closes for Thanksgiving holidays at 11:50 a.m.
	26, Monday	College classes resume at 8:15 a.m.
December	19, Wednesday	College closes for Christmas holidays at 11:50 a.m.
January	3, Thursday	College classes resume at 8:15 a.m.
	21, Monday	Examinations begin
	25, Friday	Examinations end
February	4, Monday	Registration for second semester
	5, Tuesday	Classes resume at 8:15 a.m.
April	17, Wednesday	College closes for Easter at 11:50 a.m.
	23, Tuesday	College classes resume at 8:15 a.m.
May	27, Monday	Examinations begin
	31, Friday	Examinations end; termination of Veterans' Benefits
June	1, Saturday	Alumni Homecoming
	2, Sunday	Baccalaureate, 3 p.m.
	3, Monday	Commencement, 10:30 a.m.



STATE TEACHERS COLLEGE

1956-57

SALISBURY, MARYLAND

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State Board of Education and Trustees of the Maryland State Teachers College

WENDELL D. ALLEN, *President*, Baltimore

JEROME FRAMPTOM, JR., *Vice-president*, Federalsburg

THOMAS G. PULLEN, JR., *Secretary*, Catonsville
State Superintendent of Schools

MRS. KENNETH S. COLE, Chevy Chase

WILLIAM A. GUNTER, Cumberland

DWIGHT O. W. HOLMES, Baltimore

MRS. RICHARD MARCUS, Pikesville

GEORGE C. RHODERICK, JR., Middletown

Administrative Officers of the College

WILBUR DEVILBISS, Ed.D., Ped.D. - - - *President*

EARL T. WILLIS, Ed.D. - - - *Dean of Instruction*

CAROLYN C. DUNLAP, Ed.D. - - *Director of Practice*

DOROTHY L. POWELL, B.A. - - - - - *Registrar*

E. PAULINE RIALL, A.M. - - - - - - *Principal*
CAMPUS ELEMENTARY SCHOOL

GRACE S. CHAIRES, A.M. - - - - *Librarian*

CHARLES W. BETTS - - *Principal Account Clerk I*

LILLIAN E. WEBSTER, B.S. - - - - - *Dietitian*

LEONE J. MILES - - - - - - - *Supervisor*
WOMEN'S RESIDENCE HALL

MAE E. WILLIAMS - - - - - - *Supervisor*
WOMEN'S RESIDENCE HALL

FREDERICK L. FOLTZ - - *Maintenance Supervisor*

FACULTY

Wilbur Devilbiss ..... President
A.B., Western Maryland College; M.A., University of Maryland
Ed. D., The George Washington University
Ped.D., Western Maryland College

Earl T. Willis ..... Dean of Instruction
A.B., Washington College; M.A., Columbia University;
Ed.D., The George Washington University

MacCurdy Burnet ..... English
A.B., A.M., University of North Carolina

Grace S. Chaires ..... Librarian
A.B., Washington College; B.S., Library Science, Drexel Institute
A.M., University of Michigan

James Di Virgilio ..... Education
B.S., M. Ed., Temple University

Carolyn C. Dunlap ..... Director of Practice
A.B., Western Maryland College
M.A., Ed.D., University of Maryland

Robert A. Elderdice ..... English, Personnel
A.B., Western Maryland College; M.A., Brown University
Ph.D., University of Maryland

Eugene D. Farace ..... Geography, Geology
B.S., State Teachers College, Millersville, Pa.
M.A., University of Maryland

A. L. Fleming ..... Social Studies
B.S., Middle Tennessee State Teachers College
A.M., George Peabody College for Teachers

Francis B. Fleming ..... English, Personnel
A.B., Middle Tennessee State Teachers College
A.M., George Peabody College for Teachers

Jessie L. Fleming ..... Music
B.S., A.M., Ed.D., New York University

Maurice C. Fleming ..... Biological Sciences
A.B., Western Maryland College; A.M., two Professional Diplomas and
Ed.D., Teachers College, Columbia University; Ph.D., New York University
LL.B., The George Washington University Law School

Mary Laura Francis ..... Romance Languages
A.B., University of Delaware
A.M., Ph.D., The Johns Hopkins University

James F. Glenn ..... Chemistry
A.B., University of North Carolina
M.S., New York University

Helen L. Jamart ..... Health Education
Diploma, Harvard University School of Physical Education

Benn Maggs ..... Health and Physical Education for Men
B.S., State Teachers College, East Stroudsburg, Pa.
M.A., New York University

John B. May ..... Psychology
B.S., M.S., Ph.D., University of Virginia

Dorothy L. Powell ..... Registrar
B.A., University of Maryland

Henrietta S. Purnell ..... Art
B.S., A.M., Teachers College, Columbia University

Leila Stevens ..... Education
B.A., Iowa State Teachers College; M.A., University of Chicago;
Ph.D., University of Wisconsin

IdaBelle W. Thomas ..... History
B.S., A.M., Teachers College, Columbia University
Ed.D., New York University

Frank D. White ..... Mathematics
A.B., Randolph-Macon College
M.Ed., Duke University

Alethea H. Whitney ..... Health and Physical Education for Women
B.S., M.S., University of Tennessee
Ph.D., University of Michigan

William H. Wroten, Jr. ..... History, Government, and Sociology
A.B., Western Kentucky State Teachers College
M.A., University of Maryland
Ph.D., University of Colorado

CAMPUS ELEMENTARY SCHOOL

E. Pauline Riall ..... Principal
B.S., A.M., Teachers College, Columbia University

Margaret Addis ..... Grade 4
A.B., Smith College; A.M., Stanford University

Ruth T. Bennett ..... Kindergarten
B.S., University of Maryland

Bernice M. Brady ..... Grade 1
A.B., The University of Iowa
M.S., Oklahoma A. & M. College

James R. Focht ..... Grade 6
B.S., State Teachers College, West Chester, Pa.;
M.S., University of Pennsylvania

Winifred R. Peterson ..... Grade 2
A.B., Mercer University

Wilsie G. Seabrease ..... Grade 3
B.S., State Teachers College, Salisbury
M.S., University of Maryland

Louise S. White ..... Grade 5
B.S., M.A., University of Missouri

LIBRARY

Grace S. Chaires ..... Librarian
A.B., Washington College
B.S., Library Science, Drexel Institute
A.M., University of Michigan

Nettie C. Bentley ..... Assistant Librarian
B.A., Hood College
B.L.S., Columbia University School of Library Science

May H. Truitt ..... Assistant Librarian
A.B., L.L.B., University of Maryland
M.S., Columbia University School of Library Science

Gladys Lewis ..... Library Assistant
Diploma, State Normal School, Salisbury

ADMINISTRATION STAFF

Rosalie F. Griffith ..... Secretary-Stenographer
A.B., Goucher College

Margaret W. Mallery ..... Stenographer-Accounting

Dorothy E. Dahlinger ..... Senior Stenographer

Dolores J. Miller ..... Senior Stenographer

Regina R. Taylor ..... Senior Stenographer

Shirley B. Buchanan ..... Senior Typist

Jane Wallace ..... Nurse
R.N., University of Maryland
School of Nursing

STUDENT ACTIVITY CENTER

Margaret B. Ennis ..... Manager

OFF-CAMPUS TRAINING TEACHERS

	Grade	Subject
Dorchester County		
Cambridge Junior High School, Cambridge		
Betty Jones	7	Social Studies
Ruby Meredith	7	English
Cambridge Senior High School, Cambridge		
Ernest Leap	9	Science
Ella Walter	9	Mathematics
North Dorchester Junior-Senior High School, Hurlock		
Maybelle M. Moxey	9	Core
Betty Moyer	8	Core
Marian B. Turner	7	Core
Somerset County		
Princess Anne Elementary School, Princess Anne		
Elizabeth Dryden	2	
Julia Ford	4	
Julia Godfrey	3	
Lois Jackson	5	
Washington Junior-Senior High School, Princess Anne		
Lorraine Bloodsworth	7	Core
Elizabeth Warren	8	Core
Wicomico County		
East Salisbury Elementary School, Salisbury		
Elizabeth Leutner	6	
Mardela School, Mardela		
Arlene Knowles	2 and 3	
North Salisbury Elementary School, Salisbury		
Stella Brittingham	3	
Pinehurst Elementary School, Salisbury		
Elizabeth H. Focht	4	
Frances Windsor	5	
Pittsville Junior-Senior High School, Pittsville		
Jack Nichols	8 and 9	Math.-Science
Prince Street Elementary School, Salisbury		
Lillian Mezick	1	
Wicomico Junior High School, Salisbury		
Beulah N. Allen	8	Math.-Science
Myra Cordrey	8	Math.-Science
Elizabeth Murray	8	English-Social Studies
Carl Dumire	9	Science
Worcester County		
Stephen Decatur Junior-Senior High School, Berlin		
Charles Dandero	9	Core
Irma Jester	8	Core
Myra Powell	7	Core

The College

ACCREDITATION

The State Teachers College at Salisbury is a four-year college accredited by the Maryland State Board of Education, the American Associaion of Colleges for Teacher Education, and the Middle States Association of Colleges and Secondary Schools.

STATE SUPPORT

The college is an integral part of the system of public education in the State of Maryland. It is governed by the State Board of Trustees, and is supported almost entirely by Legislative appropriations. No tuition is charged Maryland residents for the teacher education program, and students pay only such fees as are used in their own activities.

HISTORY

The fourth to be founded and next to the youngest of the State's system of teachers colleges is the State Teachers College at Salisbury. It was in 1922 that the State Legislature established a commission to determine a location for a two-year normal school on the Eastern Shore; in 1925 the institution was opened in Salisbury with Dr. William J. Holloway as principal, a faculty of ten, and a student body of forty.

The thirty-four year interim since the organizing of the commission has proved the wisdom in the establishment of an institution of higher education and the choice of the town of Salisbury whose potential as a commercial center was discernible. Today the college has grown in plant and curriculum and educational significance; the town of Salisbury has grown to a vigorous young city whose growth in cultural and educational leadership is commensurate with its leadership in the various facets of the regional economy.

The school offered the two-year course for the preparation of elementary school teachers in Maryland until 1931 when the course of study was increased to three years. In 1934 the course of study was increased to four years and by action of the Legislature of 1935 the college was authorized to grant the bachelor of science degree and to change its name to the State Teachers College at Salisbury.

Until 1947 the college confined itself to the single purpose of educating teachers for the elementary schools. In that year the college program was enlarged to include the preparation of teachers for general education at the junior high school level.

CAMPUS AND BUILDINGS

The college is located in Salisbury, Maryland, between Camden Avenue and Salisbury Boulevard at College Avenue on a campus approximately sixty acres.

The main building includes administrative offices, classrooms, social rooms, library, dining hall, kitchen, infirmary, snack bar, bookstore, postoffice, an auditorium with a seating capacity for one thousand, a gymnasium, and housing for woment students.

The dormitory for men was completed in 1951 and was built to house one hundred two students. In addition there is an apartment for the dormitory supervisor and a club and recreation room in the basement for the use of men students.

The Campus Elementary School building was completed in 1955 and has been in use since September 1955. It is a modern school building including seven classrooms, library, health suite, kitchen and cafeteria, and administrative offices.

The Campus Elementary School in addition to providing directed teaching experience to the college students, offers a curriculum in terms of the needs, interests, and abilities of the children enrolled and sets up multiple activities which will further the professional understanding, growth, and development of prospective teachers in regular college courses. Its chief function is to provide a place where the best accepted procedures of teaching may be used and demonstrated by teachers appropriately trained and specialists from the college faculty; where college students may participate in actual teaching situations; and where college students may observe, experiment, and do limited research work under expert guidance of the elementary school and college instructors.

The Campus Elementary School Library housed in the new school building contains approximately 4,000 volumes of reading matter appropriate to the several grades served. Supervised by a trained librarian, it serves as an example to student teachers of the need for and place of the library in an elementary school.

Student teachers are encouraged to make use of its facilities to supplement class work in the professional courses.

The College Library contains approximately 26,000 bound volumes. The periodicals to which the library subscribes are a valuable supplement to the book collection. More than 160 are available approximately 80 of which are bound annually for use in research.

Materials are available to students and faculty on a loan basis and to the community for reference purposes.

The resources of the library supplement the course of study in the general education phase of the college program as well as the professional curricula. For the latter program special groups of materials are available, examples of which are listed below.

1. The Curriculum Laboratory contains units of work, courses of study, resource units of the counties of Maryland and many other states, and examples of textbooks used in the elementary and junior high school grades.
2. The children's book collection is available for use by student teachers and as background for the course in Children's Literature.
3. The Maryland collection consists of books, maps, pamphlets, and filmstrips dealing with the history, industry, and geography of the state of Maryland.
4. Audio-visual aids are housed and loaned by the library. Types of materials included in this collection are films, filmstrips, slides, recordings, mounted pictures, clippings, maps, and charts.

It is possible, through interlibrary loan, to make books from other libraries available to faculty and students.

All students are given instruction in the use of the library in the Orientation and Composition courses. A special library manual has been prepared for this purpose.

Construction of a new library building began in the summer of 1956.

There are three houses on the campus. One serves as the president's residence; one is occupied by the music department; and the other is not currently in use.

PHILOSOPHY OF THE COLLEGE

The faculty acknowledges that the institutional objectives are based on these underlying philosophical assumptions:

1. The democratic way of life is the desirable social organization.

   This way of life (a) places major emphasis on the dignity and worth of the individual; (b) places faith in the ultimate wisdom and intelligence of the common man; and (c) encourages the development of the total and unique personality.

2. The democratic way of life operates through the democratic group process.

   To be of maximum value this group process requires (a) an atmosphere that stimulates the individual to contribute fertile ideas; (b) a scale of values for the weighing and refining of these ideas; (c) the rational approach as the most valid basis for group action.

3. Pupils and students are confronted with needs and problems peculiar to their stage of maturity and level of culture.
   It is the function of the school to help the individual resolve his present problems and prepare him to cope successfully with future problems which may confront him. By such assistance the individual is equipped to act responsibly in a mature democratic society and thus derive maximum intellectual, moral, and emotional satisfaction from living.

OBJECTIVES AND PURPOSES OF THE COLLEGE

At the center of all planning for growth in both plant and curriculum has been the original objective to educate teachers for Maryland schools. Complimentary to the achievement of this core objective have always been the objectives of developing within the student mind, character, spirit and professional ability. From the major objective with its natural parts the college has never veered; there has been added since 1935, however, a secondary objective of educating through the lower division program of general education those students who may want such education either on a terminal or transfer basis.

The specific objectives and purposes of the college are based on four major premises:

1. That the college should provide in its general education program a broad cultural background essential to citizenship in a changing democratic society.
2. That the college should provide for the development of professional knowledge, techniques and attitudes essential to effective teaching.
3. That the two year transfer curriculum should, in addition to providing broad cultural training, prepare the student for further pursuit of specific professional courses in other institutions or for greater effectiveness in a chosen field of employment.
4. That the college should serve the community in which it is located.

Admission

This college attempts to examine all aspects of the applicant's experience as it is related to success in the college program and profession chosen. Where there are indications of possible success, the applicant is advised of his acceptance. It is to be understood that students who matriculate assume the responsibility of adhering to the standards and regulations of the college. A student's applying for admission is in the opinion of the college tantamount to his acceptance of them and his pledge of loyalty to them. The college reserves the right to dismiss a student who fails to abide by its regulations and policies.

ADMISSION PROCEDURE

Admission from Secondary Schools to the Teacher Education Curriculum

Application for admission to the freshman class of State Teachers College, Salisbury, should be made to the Registrar early in the candidate's senior year. Blanks on which to apply and catalogues are available in the office of the Registrar. A catalogue can usually be found in the public school libraries.

Applicants are to fill in all personal data requested and ask the principal or headmaster to enter the secondary record and mail the completed form to the Registrar.

The recommendation of the principal of the high school from which the applicant has been graduated and also the recommendation of the superintendent in whose area the school is located are required for Maryland students applying for the Teacher Education Program. Graduates of non-public schools and out-of-state residents need only the recommendation of the principal or headmaster.

Admission to Junior College

The procedure is the same as that required of applicants applying from secondary schools to the Teacher Education Program with one exception, the application does not have to be approved by the county superintendent.

Admission from Other Colleges and Universities

Only students in good standing as to scholarship and conduct will be eligible for consideration.

Follow the procedure for applying from secondary school. Then request the Registrar of each college or university attended to send an official transcript to the office of the Registrar, State Teachers College, Salisbury, Maryland.

Transfer to Other Maryland State Teachers Colleges

No transfer to another Maryland Teachers College shall be permitted except by written permission from the State Superintendent of Schools after the request for transfer has been acted on by the Trustees of the State Teachers Colleges. A student who has failed in one or more courses will by that fact be debarred from obtaining a transfer.

Admission of Special, Unclassified Students, and Auditors

Applications on which to apply are available in the office of the Registrar. The blanks are to be completed by applicants and returned to the Registrar.

Re-admission

Students who withdraw from college and former students who wish to return to college must apply for re-admission to the Registrar. Students who have been dismissed for scholastic or other reasons may petition the Committee on Academic Standards for reinstatement upon blanks provided by the office of the Registrar. The Registrar will present the applications to the Committee.

Admission by High School Equivalence Certificate

Applicants over 19 years of age who are not high school graduates may qualify for admission by making satisfactory grades in the Equivalence Examinations given by the State Department of Education and receiving the High School Equivalence Diploma.

REQUIREMENTS

Subject

Graduation from a standard public high school or accredited non-public secondary school is required for entrance to the college.

In considering applicants more emphasis will be placed on scholarship than on a fixed subject pattern. Students are expected to complete a well rounded program totaling 16 units and including the following:

Subject	Units
English	4
Mathematics	1
Social Sciences	1
History of the United States	1
Science	1
Electives (Fine Arts and Commercial subjects are accepted)	8
Total	16

Scholarship

The standards for students entering from Baltimore City and from the counties, though based on different marking systems, are approximately the same and are as follows:

County students—The scholarship standard set by the State Board of Education as the basis for certification by the high school principal for college entrance requires that the applicant shall have made a grade of A or B in at least 60 percent of the college entrance courses and a grade of C or higher in all other college entrance courses taken during the last two years of high school. Students not meeting this average may be considered for admission on the recommendation of the high school principal and of the superintendent of schools.

Baltimore City students—The agreement with the State Department of Education on the scholarship standards reccommended by the Board of School Commissioners of Baltimore City as the basis of certification for admission to the teachers colleges is that the student must have made an average of 80 percent in the last two years of high school work. Students with averages between 75 and 80 may be consideration for admission on the recommendation of the high school principal and the superintendent of schools.

The testing programs now operating in the high schools and the freshman testing program of the college are regarded as sources of important supplementary data. Results of these tests are utilized in analyzing a student's potentialities and may serve as additional bases for determining a student's readiness for college.

Transfer Students

In addition to meeting regular admission requirements advanced standing is provisional until the student earns a "C" or better average at State Teachers College, Salisbury. This college reserves the right at any time to revoke advanced standing if the student's progress is not satisfactory.

The courses offered for advanced standing which approximate those taught at this college and in which a grade of higher than the first passing level has been recorded will be accepted for the degree.

A transfer student must satisfy all curriculum requirements and earn the last year of credit (thirty semester hours credit) at this college. If the applicant was graduated from a two- or three-year curriculum at one of the Maryland State Teachers Colleges the requirements may be reduced to not less than one semester.

Citizenship

According to a by-law passed by the State Board of Education, only citizens of the United States shall be employed in the public school system in the counties or admitted to the State Teachers Colleges.

Health

Applicants must meet acceptable standards of health and physical fitness. Each student admitted must present a doctor's certificate indicating the absence of any communicable diseases or any physical disability which would limit participation in the total college program.

VETERAN STUDENTS

Close contact is maintained between the Veterans' Administration and the college through the Registrar's office. Veterans who plan to use educational benefits under any of the G. I. Bills are assisted in the completion of papers necessary to insure registration and prompt subsistence payments.

All Veterans are required to furnish the office of the Registrar with a photostatic copy of their separation from active duty, Form DD214.

College Expenses and Student Aid

EXPENSES

Tuition

Maryland residents enrolled in the Teacher Education Program pay no tuition. Tuition is waived by their pledging to teach in the public schools at least two years following graduation.

Those Maryland residents who are registered in the Junior College Division are charged $100.00 a college year for tuition.

The tuition in either the Teacher Education or the Junior College Program for students who are not residents of Maryland is $200 for the college year.

Room and Board

All students residing in the dormitory pay $216 for room and board for the college year.

Dormitory rooms will not be held in reserve later than the evening of registration day unless written notification of late arrival is received.

Luncheon in the College Dining Hall is available at very reasonable prices to day students.

Fees

Activities Fee

The sum of $18 is charged each full time student for the student activities fee. This money is to be used for such activities as class social functions, student publications, dramatic productions, and specified projects duly authorized.

Athletic Fee

The $15 athletic fee collected from each full time student is assigned to the athletic department to meet expenses incurred in presenting a rounded athletic program at the college. These funds are used for expenses incurred in the transporting of athletic teams, the services of athletic officials, and in the purchase of consumable supplies for varsity and intramural sports as well as classroom equipment.

SUMMARY OF EXPENSES

	Semester I	Semester II	Total Year
Teacher Education Students			
Activities Fee	$ 18.00		$ 18.00
Athletic Fee	15.00		15.00
Board and Room	108.00	$108.00	216.00
Tuition, Maryland residents	00		00
Tuition, out-of-State residents	100.00	100.00	200.00
Junior College Students			
Activities Fee	$ 18.00		$ 18.00
Athletic Fee	15.00		15.00
Board and Room	108.00	$108.00	216.00
Tuition, Maryland residents	50.00	50.00	100.00
Tuition, out-of-State residents	100.00	100.00	200.00

Special, Part-Time, and Unclassified Students

Students in any of the three categories are charged according to the number of credits for which they are enrolled at the following rates: $5.00 per semester hour credit for Maryland residents, $8.00 per semester hour credit for out-of-State students. Persons interested in auditing courses will be required to pay the same fee as those enrolled for credit.

Payment to the College

All payments to the college must be made at the time of registration. It is suggested that payment be made by check payable to "State Teachers College." No student will be permitted to complete his registration without full payment of charges.

Miscellaneous Expenses

Books and classroom supplies are on sale in the College Bookstore. Approximately $50.00 per college year should cover this item of expense. Also, the regulation athletic uniform required of all students enrolled for Physical Education can be purchased at a minimum cost to the student.

The laundering of personal clothing, like transportation costs, is an expense which varies according to the individual. Automatic washing machines are available in the dormitories for appropriate articles of apparel.

Late Registration Fee

Students registering after designated time must pay a $2.00 late fee.

Group Insurance

Accident insurance is available at most reasonable rates to full-time students of the college. Parents are strongly urged to consider this offer of total coverage. Additional information is available on request.

REFUNDS

A student withdrawing from the college must complete the official withdrawal card and file it in the office of the Registrar. Refunds to students will be computed on the basis of the date that this form is completed and filed with the Registrar. A student failing to comply with this regulation forfeits his right to a refund.

Day Students:

1. A day student who withdraws during the first two weeks of the semester or session shall have refunded all fees and the tuition charge for that semester less $10.00.
2. A day student who withdraws later than two weeks after the beginning of any semester or session shall receive no refund of tuition for the half-semester or half-session in which the withdrawal occurs. No refund of fees will be made.

Boarding Students:

1. A boarding student who withdraws during the first two weeks of the semester or session shall have refunded all fees and the tuition charge for that semester less $10.00, and will be charged for room and board for one week in excess of his residence at the college.
2. A student who withdraws from the dormitory on his own initiative, after the two weeks following registration and before mid-semester shall receive no refund of board for the first half of the semester. If the withdrawal occurs after the mid-semester, there will be no refund of board paid for the entire semester.
3. A student who withdraws from the dormitory at the request of the college after the beginning of the semester shall be charged for one week in excess of his residence at the college.

Special, Part-time, Unclassified Students, and Auditors:

Refunds are computed from the time of official withdrawal on the following basis: Within the first two weeks following registration a complete refund less $10.00 will be made. After the first two weeks, no refund will be made.

LOAN AND SCHOLARSHIP FUNDS

Students who are Maryland residents and qualify for admission to the Teacher Education Program at any one of the State Teachers Colleges receive in effect a state scholarship covering tuition expenses. The Teachers Colleges are subsidizd by the state and can afford students opportunities for higher education considerably below the actual cost. Those students who still find additional assistance necessary may investigate with personnel officers the opportunities for part-time work or for aid from the following organizational funds.

Delta Kappa Gamma Scholarship

One scholarship of $100 is awarded each year to any high school girl desiring to prepare for elementary or junior high school teaching at State Teachers College, Salisbury. Any student who has received this scholarship for one year must reapply for a continuation of the grant. Application must be submitted before April 15th of each year. Write to the Registrar of the college and request the form for application for this scholarship, or consult the guidance counselor of your school.

Edna M. Marshall Memorial Fund

Twenty-five to one hundred fifty dollars per year is available with a maximum of $300 to any worthy junior or senior. Interest begins with graduation at the rate of four percent. This fund was established in June, 1935, as a living tribute to Edna M. Marshall, Ph.D., Director of Training and Principal of the Campus Elementary School from 1925 to 1933.

Kiwanis Education Loan

Three hundred and fifty dollars is the maximum amount available and may be awarded to any student from Wicomico County who desires to attend State Teachers College at Salisbury. This loan has a low rate of interest. If further information is desired, apply to the President of the Salisbury Kiwanis Club or the Registrar of the college.

Samuel Chase Chapter, D. A. R.

Loans are available to a limited number of students at a low rate of interest. If further information is desired, please write to the Registrar of the college.

Academic Regulations

THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Every student who is a resident of Maryland beginning the third year at the State Teachers College must have signed the pledge to teach two years in Maryland immediately following graduation. If only the last year's work is taken at the college, the pledge to teach shall cover one year.

Marking and Point System

The grading system upon which the student's academic status is based is A, excellent; B, good; C, average; D, passing; and F, failing. The grade of I, incomplete, is assigned to a student who because of illness or other justifiable reason has not met the quantitative requirements of a course. It is not given merely for insufficient class attendance. This grade automatically becomes an F if the outstanding work is not made up prior to the end of the ninth week of the next semester for which the student is enrolled. The student is responsible for completing this work and upon doing so will have the grade earned recorded on the permanent record. The credit hours for this course will not be used in the computation of the scholastic average until a final grade is recorded. The student who withdraws after the ninth week will receive a Withdrawn Passing or Withdrawn Failing. Instructors may assign grades of plus or minus value, but only the letter grade will be recorded and figured in the scholastic average.

The scholastic grade point average is computed by multiplying the total number of semester hour credits of each letter grade by the appropriate quality points assigned and dividing the sum of the products by the total semester hour credits for which the student received final grades. Where permission is granted to repeat a course, the latest grade recorded will be used in computation of the scholastic average.

The grade of A is assigned 4 quality points; B, 3; C, 2; D, 1; and F, 0.

The grade point average is computed on the basis of the semester and the college year as well as the cumulative record. These averages are used in determining the student's progress, academic status, graduation, class standing, eligibility for merit awards, and for similar purposes. The grade point average of a student admitted with advanced standing is based only on that work taken at State Teachers College, Salisbury.

Standards of Work

Students in the college are expected to make satisfactory progress toward graduation from the teacher education program or completion of requirements for a junior college certificate. When students' academic records are below the minimum standard for their class they are placed

on probation. To remain in good standing, students must maintain at least the following *cumulative* averages: Freshmen, 1.6; Sophomores, 1.8; Juniors, and Seniors, 2.0, and an average of 1.5 during *any given semester. Probation indicates uncertainty on the part of the college as to the student's probable success.* Probation is lifted when the student shows satisfactory improvement in his work. No probationary student is entitled to class cuts. Any student who fails to meet the terms of his probation or to pass one half of the credits for which he is enrolled in any given semester or who accumulates more than 12 semester hour credits of failing grades shall be dropped from the enrollment of the college.

The personal development of each student is considered. *If the Committee on Academic Standards is convinced that a student does not have the qualifications necessary for teaching, he may be asked at any time to withdraw from the college.*

Students enrolled in the Junior College Division must obtain grades of C or better in order to have courses accepted for advanced standing at another college or university. Teacher Education students must meet successfully the scholastic requirements for admission to the professional courses of the third and fourth years. Evaluated along with the scholastic record are the many aspects of the student's personal characteristics.

For the purpose of self-evaluation on the part of the student, faculty members are requested to assess the quality of work being done by each student in their several classes at a designated point during the semester and report to the counselors those who have achieved less than a C grade. Each student so reported is advised of his status in the particular class and is urged to discuss with his adviser the possible means of improving his work during the remainder of the semester.

A copy of the report to the student is sent to the parents. The purpose of this measure is to acquaint the parents with the scholastic regulations of the college and to keep them informed of their son or daughter's progress.

The permanent scholastic record is not influenced in any way by the reports. These grades are not recorded and represent only a tentative evaluation of the student's progress to that point.

Course Load

The normal course load for students is 15 to 17 semester hour credits. This load should provide sufficient challenge and necessitate hours devoted to study and class work equivalent to the average work week. Requests for lighter or heavier class rosters must be presented to the Dean for approval.

Classification of Students

Full-time students are classified according to the number of semester hour credits previously completed for determining class membership and social privileges.

The following means of grouping is employed: freshman, 0-27; sophomores, 28-59; juniors, 60-91; seniors, 92 and above; teacher certification, possess baccalaureate degree.

Students are classified as special when they are not matriculated for a degree and are enrolled for less than twelve semester hours of credit. Part-time students are those matriculated for a degree and enrolled for less than twelve semester hours of credit. Such students as nurses from the Peninsula General Hospital and teachers-in-service working for certification or renewal of certificate are considered unclassified.

General Regulations Governing Registration

1. Students must register during period indicated in the calendar or pay a late registration fee. No student will be permitted to enroll for a full-time program after the first week of classes.

2. No student will receive credit for a course in which he is not properly registered.

3. The normal course load for students is 15 to 17 semester hour credits. Requests for lighter or heavier class rosters must be presented to the Dean for approval.

4. During the first week of each semester it will be possible to change courses where necessary or desirable by executing the required form and filing it in the Registrar's Office.

5. The college reserves the right to discontinue any course or section thereof in which there is insufficient enrollment to justify its being offered.

6. Failure to complete a course or an unofficial withdrawal from college will result in automatic failing grades.

7. Each student should procure a college catalog and be guided by degree requirements when making course selections. Faculty advisers are available for counsel and advice, but the responsibility for satisfying degree requirements rests with the student.

Application for Admission to the Advanced Teacher Education Program

Forms are available in the office of the Dean of Instruction for making application for admission to the third year of the Teacher Education Curriculum. This application must be filed at the beginning of the fourth semester of matriculation.

Application for Degrees and Certificates

All candidates for the degree and/or certificate must, at the beginning of the final semester, make application on the appropriate form to the Registrar.

Class Attendance

The college respects the classroom as the center of college life. Students are expected, accordingly, to attend classes with regularity. To absorb emergencies that may arise, a cut system permits a minimum of absences without loss in grades.

Transfer from Junior College to Teacher Education

Students who enroll initially in the Junior College Division and later wish to transfer to the Teacher Education Program must make application for such a change. A form should be secured from the Dean. The Dean and the Committee on Entrance to Teacher Education will review the applications. The change of status will be made effective as of the next college year.

Withdrawal from College

Any student who finds it necessary to withdraw from college during any period of instruction must secure a withdrawal card from the Registrar, secure the signature of the Dean of Instruction, a Student Counselor, and a parent or guardian if the student is under twenty-one years of age. When the student has signed this withdrawal card and filed it with the Registrar, the Business Office will be notified. Students residing in dormitories will be held responsible for checking out with the Supervisor of Residence. A student failing to execute properly the official withdrawal card will forfeit the high to honorable dismissal and refunds.

When a student withdraws after the first nine weeks of any semester, the instructor in each course will mark the class card at the time of withdrawal WP, indicating passing, or WF, indicating failing. The grades will be made a part of the permanent record.

Transcript of Record

One official transcript of a student's record will be issued free of charge. A fee of $1.00 will be charged for subsequent copies of the student's scholastic record. An official transcript will be sent only at the request of the individual and directed to the person or institution designated. Official transcripts are not issued to the individual student or graduate. All financial obligations to the college must be met before a transcript is issued.

Length of Attendance

Only in unusual cases may a student remain in the junior college for longer than four semesters, or in the teachers college for longer than eight semesters. Any requests for deviation from this plan must be submitted to the Committee on Academic Standards a month prior to the end of the semester.

Student Life and Activities

Orientation

The college has devised certain aids for the student the first of which following registration is Orientation Week. S. T. C. believes that orientation is a two-way process, so that period is devoted to introducing the college socially to the freshman and the freshman personally and academically to the college. A personnel record of each student is begun, and throughout his years in college is maintained to serve as a source in information about him academically, socially, and personally in order to provide optimum aid in counseling. A battery of tests is administered and a profile of each student made which in terms of his training and capacities is integrated for his better understanding of himself.

A second aid in self-understanding and self-direction is the orientation class. The center of the course is in the development of study techniques. In addition a personality inventory is made, standards of social competence are discussed, and problems peculiar to the college age are anticipated and discussed.

Running throughout the four years of college is a counseling program. During the first two years it centers on the student's orientation to higher education and to its impact on him as an individual; counseling the last two years is concerned with orientation toward the professor. Upon registration each student is assigned by the Dean to a counselor who helps the student in scheduling and is otherwise an adviser in curricular matters. Personal counseling is available through the offices of the counselor for men and counselor for women. Referral for specialized counseling is made to the appropriate person or resource.

Group counseling beyond the orientation class is a by-product of meetings of resident students when evaluation of group living is a normal part of the business.

Students are urged to see their instructors at private conferences in order to avail themselves of the invaluable help such conferences can be in self-analysis and self-direction.

Honors

An Honors Assembly is held in the spring. On this occasion public recognition is made of those students whose high academic averages have placed them on the Dean's List. Achievement keys are awarded to the five percent of the student body with high scholastic averages and an accumulation of the highest number of honor points for participation in extra-curricular activities. Certificates are awarded to a limited number of seniors whose names are included in the annual, national publication *Who's Who Among Students in American Universities and Colleges* for their distinguished college records both academically and in citizenship.

Residence Accommodations

A dormitory for women is maintained in the main building, 89 rooms providing accommodations for 175 women. A dormitory for men is housed in a separate building. Residents of both are organized as dormitory associations with constitutions respectively designed for self government. Two residence supervisors live in the two wings of the women's dormitory and one lives in the men's dormitory. There is a lounge on each floor of the women's dormitory. Both a lounge and a game room are located in the men's dormitory. Laundry facilities are provided in each dormitory.

Each student must bring blankets, four sheets, a pillow, two pillow cases, two mattress pads, three bath towels, three hand towels and bath cloths. The college has bathroom and bedroom linen laundered weekly.

Students also furnish curtains, scatter rugs, and lamps. They may bring a table radio and record player. Any other furnishings must be approved by the residence supervisor.

Wall decorations can be fastened to the wall only with adhesive hangers; nails, scotch tape, and thumb tacks are prohibited.

No pets of any kind are allowed in the dormitory.

Infirmary

The college maintains an infirmary under the supervision of a registered nurse, who treats minor illnesses and who recommends, in serious cases, examination by a local physician, hospitalization, or care of the student at his home. The college does not assume any financial obligation for illnesses or accidents.

Student Activity Center

The Student Activity Center is located in the basement of the main building. It houses the bookstore and the snack bar. It is under the direction of a faculty member and its policies are made by a faculty-student committee.

The Center is not designed for profit-making and all prices are so adjusted. If profits accrue, however, the Student Activity Center Committee recommends the use to which they be put.

Snack Bar

The Snack Bar is the informal social center of the campus. An area for dancing and an area for eating are located here.

Post Office

A post office is maintained in the Student Activity Center. Each student is assigned a box, the number of which should be used in addressing mail to him. Mail is distributed to these boxes once a day.

Automobiles

Students who expect to drive cars onto the campus during the college year are required to register the car in the business office. A sticker, designating the parking area assigned, will be made available and must be displayed on the rear window of the car. Students will be held responsible for parking in their assigned areas.

Student Government Association

The Student Government Association is the composite body to which all regularly enrolled students automatically belong.

It was designed to provide opportunity for college students to develop the ability to examine and solve problems common to a democratic group. Its purpose is a close complement to the personnel philosophy of the college which holds that maturity is measured by the ability of the individual or group to identify and solve its own problems.

The governing board is composed of three groups: (1) the presidents of campus organizations whose constitutions have been approved for membership, viz., the four classes, the residence associations, the commuting students' associations, the college chorus, the dramatic club, the photography club, the Future Teachers of America, the yearbook staff, and the newspaper staff; (2) student leaders in key positions, viz., the chairman of the social committee and the student assembly chairman; (3) the officers of this board elected by popular vote of the student body. There are two faculty advisers.

The Board considers budget requests of all member units and allocates funds, subject to administrative approval.

It holds the right of judgment over the quality and quantity of activity carried on by member units.

Member units are described below.

The Athletic Association

The Athletic Association consists of two branches, a men's association and a women's association. Each group has its own officers. The women's athletics in the school include hockey, basketball, and other major sports. The women also take part in the athletic exhibition, which is a major event. The men's athletics include such major sports as soccer, baseball and basketball, and, in addition, tennis, softball, gym work, track, boxing and wrestling. Each year intramural games are played in the major sports.

The Christian Association

The Christian Association plans most of the religious activities of the school. Weekly vespers, planned and conducted by the students, are held on Sunday evenings at 5:30 o'clock. The purpose of this association is to maintain and develop a friendly Christian atmosphere among the students.

The Association cooperates with the Student Christian Movement in the Middle Atlantic region.

In addition to the Christian Association there are several denominational organizations including the Baptist Student Union, the Wesley Foundation for Methodists, Canterbury Club for Episcopalian students, and Newman Club for Catholic students.

The College Chorus

The College Chorus has as its purpose the development of those aesthetic principles which surround the artistic expression of the voice, and the development of ability, appreciation, and taste. It affords an opportunity to become acquainted with representative works in the world's choral literature. The Chorus performs at college functions and for civic clubs and organizations.

Cultural Affairs Committee

The Cultural Affairs Committee exists on the campus to arrange for a program of extraclass cultural experiences. It attempts to bring to the students in lecture, concert, and exhibit form the essence of what is significant in the arts, public affairs, education, and science.

Four concerts of the Columbia Concerts Series, sponsored by the Salisbury Community Concert Association and two concerts by the Baltimore Symphony Orchestra, sponsored by the Eastern Shore Symphony Association, are presented each season in the college auditorium. College students have the privilege of attending these concerts.

The Cultural Affairs Committee is composed of a chairman and faculty advisers who represent the fields named above.

Day Associations

Membership in the appropriate group is automatic for men and women students who commute. They do not set a yearly program, but do meet on call of the president to consider any aspect of college life to which or from which the commuting students may expect to make or receive a contribution.

The women's organization is assigned a room. Lockers for storing are available to all day students.

Dormitory Associations

All students living in the college dormitory are automatically members of the dormitory associations. Because of the importance of living conditions in the life of a college student, these organizations are particularly significant. They have established and adopted through their constitutions a code of democratic conduct for the residence halls, and it is the obligation of the groups to carry out their policies. Routine matters of dormitory conduct are described and penalties for infractions thereof assigned in the constitutions; matters involving ethical or moral conduct are subject to administrative approval or action.

These organizations are major factors in the total orientation program, for they provide unusual opportunity for the resident student to develop discrimination in regard to problems common to a group.

The Evergreen

The Evergreen is the college yearbook. It is financed in the main by funds from the student activity fee although there is in addition a charge to the purchaser. The purpose of the publication is to present in pictorial and artistic manner a summary of any given year's activities and achievements.

The Holly Leaf

The Holly Leaf is the college newspaper published by a student staff and financed through the student activity fee. It is published twelve times a year at three-week intervals.

Its policy is to present in an unbiased objective manner all campus news.

Future Teachers of America

The Future Teachers of America is a local, state, and national organization. It is a branch of the National Education Association and provides members with the opportunity to become acquainted with problems in education at the local, state and national levels and to participate in projects directly related to these problems. These opportunities are invaluable as preparation for leadership in the educational fields.

The local chapter of the Future Teachers of America was organized during the school year of 1945-46, and is known as the Albert S. Cook Chapter. Meetings are held twice a month. Any student enrolled in the college is eligible for membership.

The Photography Club

The Photography Club has as its purpose the development of interest and skill in the various aspects of photographic art. Regular monthly meetings are built around demonstrations and discussions of these aspects of the use of the camera. A dark room is maintained by the Club where members may develop their own snapshots.

Membership is open to any student who wishes to join.

The Social Committee

The Social Committee has as its purpose the planning and provision of a balanced program of social activity. It initiates the framework of a year-long schedule of events both informal and formal, part of which it sponsors and part of which it assigns by mutual agreement to various organizations on the campus. It also serves as a clearing-house for the

miscellaneous social activities that normally accrue during a college year. The Committee maintains a public calendar of events.

The social competence program of the college is partially implemented through the work of the Social Committee. It maintains standards for college social functions and sets up specific regulations for their control in terms of these standards.

The Sophanes Players

The student dramatic organization, The Sophanes Players, produces one major production for the public and several shorter plays or radio scripts each year. Members work as actors, directors, carpenters, electricians, make-up technicians and workers in the business aspects of production. Any student of the college may become a member.

Alumni Association

The Alumni Association of the college exists on the part of the members as an expression of loyalty and respect for their Alma Mater and on the part of the college as an expression of respect for its graduates.

Membership in the Association is based either on graduation at the end of four years or at the end of two. Officers have variously come from both groups of graduates.

ALUMNI ASSOCIATION OFFICERS

President
Mrs. Emily Gilson Whayland, Lob Lolly Lane, Salisbury

Vice-President
Mrs. Anna Jones Cooper, Willards

Recording Secretary
Mrs. Sara Collins Kelley, Hanover Street, Salisbury

Corresponding Secretary
Mrs. Mabel Scott Holland, Berlin

Treasurer
Mrs. Marian Brinsfield Turner, Route 2, Cambridge

College Curricula

TEACHER EDUCATION CURRICULUM

Courses which are required of all students in the teacher education curriculum are listed below, arranged sequentially by semesters. Insofar as possible students should follow this suggested sequence.

Elective courses are provided for students who wish to achieve competence beyond that developed by courses required in one or more fields, and for students who wish to expand their areas of knowledge by electing courses in several fields in which strength is an essential factor. During four years of college the students may elect 28 semester hours of course work. Of this amount, fourteen semester hours beyond those required may be elected in one field. In addition, fourteen semester hours of electives should be distributed among academic or professional courses in several selected fields. Elective courses should be chosen after careful consideration and consultation with a member of the faculty who is assigned to serve as counselor.

The Bachelor of Science Degree and a certificate for teaching in the elementary schools of Maryland will be granted when the student has satisfactorily completed the requirements of the curriculum in Elementary Education.

The Bachelor of Science Degree and a certificate for teaching in the junior high schools of Maryland will be granted when the student has satisfactorily completed the requirements of the curriculum in Junior High School Education.

An out-of-State student wishing to qualify for a teaching certificate in a state other than Maryland should ascertain whether the program at this college will satisfy fully the requirements for certification in that state. It is suggested that this be done as early in the college program as possible. It is to be understood, however, that each student is responsible for planning a program to meet the specified requirements of this college and for Maryland certification.

ELEMENTARY EDUCATION

Freshman Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 101, Composition	3	English 102, Composition	3
History 101, European	3	History 102, European	3
Science 101, Biological	3	Science 102, Biological	3
Mathematics 103, Survey	3	English 103, Speech	2
Art 101, Fundamentals of Design	2	Health Education 102, Physiology	3
Physical Education 101, Activities	1	Physical Education 102, Activities	1
Orientation	0	Music 104, Literature	2
	15		17

Sophomore Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
History 201, American	3	English 202, English Literature	3
Geography 201, Elements	3	History 202, American	3
Science 201, Physical	3	Geography 202, Elements	3
Psychology 201, General	3	Science 202, Physical	3
Physical Education 201, Activities	1	Physical Education 202, Activities	1
Elective	3	Elective	3
	16		16

Junior Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
Art 301, Fine and Industrial	2	Ed. 308, Music in Elementary School	2
Ed. 313, Social Studies in Elementary School	2	Ed. 312, Science in Elementary School	2
Music 303, Fundamentals	2	Ed. 316, Language Arts in Elementary School	2
Psychology 301, Child Growth and Development	3	English 301, American Literature	3
Physical Education 301, Methods	1	Physical Education 302, Teaching	1
Electives	6	Electives	6
	16		16

Senior Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
Education 302, Teaching of Art	2	Education 402, Directed Teaching	8
Education 317, Language Arts	2	Electives	8
Education 401, Directed Teaching	8		16
Education 405, Mathematics in the Elementary School	2		
Elective	2		
	16		

JUNIOR HIGH SCHOOL EDUCATION

Freshman Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 101, Composition	3	English 102, Composition	3
History 101, European	3	History 102, European	3
Science 101, Biological	3	Science 102, Biological	3
Mathematics 103, Survey	3	English 103, Speech	2
Art 101, Fundamentals of Design	2	Health Education 102, Physiology	3
Physical Education 101, Activities	1	Physical Education 102, Activities	1
Orientation	0	Music 104, Literature	2
	15		17

Sophomore Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
History 201, American	3	English 202, English Literature	3
Geography 201, Elements	3	History 202, American	3
Science 201, Physical	3	Geography 202, Elements	3
Psychology 201, General	3	Science 202, Physical	3
Physical Education 201, Activities	1	Physical Education 202, Activities	1
Elective	3	Elective	3
	16		16

Junior Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
Art 301, Fine & Industrial	2	Education 304, Reading in the Junior High School	3
Education 303, Junior High School Curriculum	3	Education 318 and 328, English and Social Studies in Jr. H. S.	
English 301, American Literature	3	Ed. 320 and 322, Science and Math. in Jr. H. S.	4
Music 303, Fundamentals	2	Physical Education 302, Teaching	1
Physical Education 301, Methods	1	Psychology 302, Adolescent	3
Electives	5	Electives	5
	16		16

Senior Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
Ed. 307, Audio-Visual Materials and Methods	2	Education 330, Guidance	2
Education 401, Directed Teaching	8	Education 402, Directed Teaching	8
Electives	6	Elective	6
	16		16

JUNIOR COLLEGE CURRICULUM

Students admitted to the Junior College Division of the State Teachers College are afforded an opportunity to obtain academic subjects which fit into the general education of the freshman and sophomore years at other institutions of higher education or complete the requirements for the Degree of Associate in Arts. Persons who expect to transfer to another college or university for the baccalaureate degree should know the requirements of the particular curriculum there.

Courses taken at this college which are parallel to those required at the other institution and in which the student receives a grade of "C" or better are acceptable for advanced standing. This college is, however, unable to guarantee a student full credit on transfer.

The Junior College does not have a fixed curriculum, the program of the student being dependent upon degree requirements at another institution. A student may select courses appropriate to the curriculum at the other school, insofar as the course offerings and class schedule permit.

By careful selection it is possible to plan a program of academic courses designed to satisfy general degree requirements in such varied fields as Business Administration, Engineering, the Medical and Pure Sciences, the Social Sciences and Humanities, and Secondary Education.

Many programs have certain courses in common. Listed below is a general program indicating the subject fields usually represented.

Freshman

English Composition	3	English Composition	3
Mathematics	3	Mathematics	3
Science	3-4	Science	3-4
Foreign Language		Foreign Language	
or	3	or	3
Elective		Elective	
Social Studies	3	Social Studies	3
Physical Education	1	Physical Education	1
	16-17		16-17

Sophomore

English Literature	3	English Literature	3
Social Studies	3	Social Studies	3
Psychology	3	Speech	2
Foreign Language		Foreign Language	
or	3	or	3
Elective		Elective	
Mathematics, Science,		Mathematics, Science,	
or Elective	3-4	or Elective	3-4
Physical Education	1	Physical Education	1
	16-17		15-16

The Degree of Associate in Arts is conferred upon any Junior College student so desiring who completes a planned program with 60 semester hour credits exclusive of Physical Education and whose cumulative average is C (2.0) or better.

COOPERATIVE NURSES TRAINING PROGRAM

PENINSULA GENERAL HOSPITAL
School of Nursing

State Teachers College offers several courses to student nurses in the School of Nursing of The Peninsula General Hospital. The content of these courses is designed to supplement with didactic work in the various fields of instruction the clinical training afforded at the School of Nursing. Prospective students desiring admission to this program should write to the Director of The School of Nursing, Peninsula General Hospital for an application form.

Degree Requirements

The student's adviser assists in the planning of a program; but the final responsibility for meeting the requirements for graduation rests with the student.

Bachelor of Science

A student to be eligible for the degree of Bachelor of Science in Education must present:

1. College credit of one hundred twenty-eight semester hours.
2. Credit in the required courses of the curriculum he has elected.
3. A cumulative average of at least 2.00.
4. A satisfactory record in his student teaching experience with at least an academic grade of C.
5. Record of attendance at the college for at least one college year during which thirty semester hours of credit were earned.

Associate in Arts

A student to be eligible for the degree of Associate in Arts must present a planned program totaling sixty semester hours of credit with a scholastic grade point average of "C" (2.0). Physical Education credits are not to be counted in the total for the degree. The last thirty semester hours must be completed in residence.

Elementary School

Subject	Semester Hour Credits	
Art:		
Fundamentals of Design	2	
Fine and Industrial	2	
		4
Education:		
Elementary School Curriculum Materials and Methods	14	
Directed Teaching	16	
Physical Education	2	
Child Growth and Development	3	
		35
English:		
American Literature	3	
Composition	6	
English Literature	3	
Speech	2	
		14
Geography:		
Elements	6	
		6
History:		
History of Europe	6	
History of the United States	6	
		12
Mathematics:		
Survey	3	
		3
Music:		
Literature	2	
Fundamentals	2	
		4
Physical and Health Education:		
Physical Education Activities	4	
Physiology	3	
		7
Psychology:		
General	3	
		3
Science:		
Biological	6	
Physical	6	
		12
Electives	28	
		28
Total		128

Junior High School

Subject	Semester Hour Credits	
Art:		
Fundamentals of Design	2	
Fine and Industrial	2	
		4
Education:		
Junior High School Curriculum	3	
Reading in Junior High School	3	
Guidance	2	
Audio-visual Material & Methods	2	
Special Methods	4	
Physical Education	2	
Adolescent Psychology	3	
Directed Teaching	16	
		35
English:		
American Literature	3	
Composition	6	
English Literature	3	
Speech	2	
		14
Geography:		
Elements	6	
		6
History:		
History of Europe	6	
History of the United States	6	
		12
Mathematics:		
Survey	3	
		3
Music:		
Fundamentals	2	
Literature	2	
		4
Physical and Health Education:		
Physical Education Activities	4	
Physiology	3	
		7
Psychology:		
General	3	
		3
Science:		
Biological	6	
Physical	6	
		12
Electives	28	
		28
Total		128

Description of Courses

The credit value of each course is designated by the number in parenthesis following the course title. The unit of credit is the semester hour which represents one lecture or one laboratory period a week for one semester of 18 weeks. Unless otherwise indicated, all class periods are lectures. Length of periods: lecture, 50 minutes; laboratory, two or three 50 minute periods as indicated.

ART

Miss Purnell

Art 101, Fundamentals of Design (2)

1 lecture and 1 laboratory period a week. The course comprises a study of the space arts from the point of view of balance, proportion, rhythm, and harmony, to develop an understanding of composition and design as expressed in several art materials.

Art 103, 104, Mechanical Drawing (2, 2)

2 laboratory periods a week. This is a course in constructional and scale drawing following engineering, architectural and mechanical trends. It trains in skill, accuracy, and the proper use of mechanical drawing instruments.

Art 202, Composition (2)

3 laboratory periods a week. A course, which trains in all art skills, and the use of many art tools, namely pencils, crayon, chalk, pen and ink, and brushes. The course includes freehand sketching from objects and nature; skillful copying of pictures; lettering and perspective drawing.

Art 301, Fine and Industrial (2)

This course is designed to develop basic skills in art expression through the use of constructive materials and tools. Emphasis is placed on design, skill in interpreting directions, quality and style of production and their apparent value and use. A brief study of the historical background of handicrafts is included.

Art 302, Crafts (2-3)

3 laboratory periods a week. Experiences in the handling of many types of materials and the skills involved in the use of them. Creative ability and originality are prime assets. This course is especially valuable to those students who expect to do recreational activities with groups of children.

Prerequisite Art 101, Art 301

Art 403, History (2-3)

This course will trace the development of architecture, sculpture, painting and the minor arts from primitive to modern times. Art ages and artists will be studied to show the progress made. The course will be motivated by the use of slides and other illustrative material.

Art 404, Interior Decoration (3)

1 lecture period and 2 laboratory periods a week. This is a course in house planning and decoration. Students learn how to make a house a livable home. The course includes floor plans, wallplans, room layouts, the uses of light, color, design, furniture and household furnishings. A brief study of furniture construction and styles and their uses, textiles and fabrics and all household accessories is included. Field trips to points of interest may also be included.

EDUCATION

Mr. Di Virgilio, Dr. Dunlap, Dr. Stevens

Education 302, The Teaching of Art (2)

The course includes laboratory activities, lecture, observations and some teaching of art in the Campus Elementary School. The time is utilized in learning to handle art materials and problems suitable to adaptation in the public schools.

Education 303, The Junior High School Curriculum (3)

This basic course in the junior high school curriculum is required of all students majoring in junior high school education. The major topics emphasized are: purpose of education, history and philosophy of the junior high school, curriculum development and organization, nature of the junior high school program and educational experiences, group planning and work, and principles of teaching and learning.

Education 304, Reading in the Junior High School (3)

This course deals with the principles of reading instruction and the factors which condition the development of reading skills. Diagnostic and remedial techniques which are appropriate at the junior high school level are treated in detail. The findings of recent experimentation and research are applied to problem cases.

Education 307, Audio-visual Materials and Methods (2)

1 lecture and 1 laboratory period a week. The philosophy underlying the use of audio-visual aids in modern classroom procedures forms the approach to this course. Types of aids and their relation to units of work in the elementary school curriculum and to the core curriculum in the junior high school are considered in a practical way.

Education 308, Music in the Elementary School (2)

A course in the organization and procedures of music in the elementary grades. It is a program of the study of the child's development in music as an integrated experience. It includes a study of the child voice, song repertory, rhythm, pre-instrumental activities, dramatic play, discriminating listening, creative expressions, developing reading readiness, and choir procedures. Opportunities are given for surveying recent materials and equipment in the field, observing in the laboratory school, and practice in presenting some of the techniques discussed.

Education 312, Science in the Elementary School (2)

Problems, exercises, and discussion designed to improve the student's ability to use science in the achievement of aims of the elementary school. Consideration is given to the selection and organization of pertinent material from the fields of the natural sciences. Problems set up in the course are related to typical public school situations as they are known to exist in Maryland.

Education 313, Social Studies in the Elementary School (2)

This course is planned to prepare students to teach those social studies which are required in the elementary school. To that end, much practice is given in the selection of subject matter for the various grades of the elementary school, and in the organization of that subject matter into appropriate units of work. Opportunity is also given for the observation of social studies classes in the elementary school. Students are urged to make collections of pictures, stories, and other illustrative materials in the field of elementary school social studies.

Education 316-317, Language Arts in the Elementary School (2, 2)

The role of all facets of the language arts in the lives of children is considered. Materials and techniques in teaching reading, writing, speaking, and spelling are evaluated in the light of scientific findings and modern practice. Emphasis is placed on the teaching of reading. Opportunities are provided for observation in the Campus Elementary School and for limited participation with selected types of activities. Education 316 is pre-requisite for Education 317.

Education 318, English in the Junior High School (2)

Attention is given to the problems in modern English usage with particular reference to classroom problems in teaching the language arts to junior high school pupils. An attempt is made to show the value of creative work as a means of promoting skill and pleasure in communication. Students are given an opportunity to organize materials of instruction around centers of interest, and to understand children's learning problems through contact with pupils in the laboratory school. The principles underlying the teaching of language are thus developed in their functional relationships. Emphasis is placed on the self-development of each student in skills involved in oral and written language.

Education 320, Science in the Junior High School (2)

Students are given experience in organizing and teaching science at the junior high school level. This training will include preparation for the three phases of such a science teacher's job; the teaching of science as a separate subject, participating in the core program, which includes science, and serving as a consultant in science teaching. Student participation is emphasized and includes the planning of units. Wide application is made of the visual aids with the student gaining experience in their use with the class.

Education 322, Mathematics in Junior High School (2)

Cooperative development of philosophy of mathematics in junior high schools of today with implications for content and method. Organization

of teaching units, observation and evaluation of teaching in situations at junior high school level.

Education 323, Music in the Junior High School (3)

A course in the organization and procedures of a music program for adolescent youth. The course includes a study of the social and aesthetic aspects of music in relation to social and community life. The study covers the choice, interpretation and methods of presentation of standard and contemporary choral and instrumental music to unselected student groups for singing and listening. Consideration is given to the materials and activities appropriate for elective and specialized aspects of the music program such as the changing voice, voice testing and part singing. These are given special attention.

Education 325, Physical Education in the Junior High School (3)

A graded program of study of methods and materials for the teaching of physical education in junior high schools. Attention is given to an evaluation of achievement standards and techniques. The course is based on discussions, laboratory practice and observation as well as lectures.

Education 327, Juvenile Literature (3)

This course is planned especially for students preparing to teach in a junior high school. Students are guided to survey types of literature suited to junior high school pupils, to study the reading interests of boys and girls, and to investigate methods of presenting materials in order that they may guide, stimulate, and direct with understanding the classroom periods and outside reading interests of their pupils. Opportunity is given for wide reading to enrich backgrounds for teaching and to heighten the pre-service teacher's appreciation of the best in children's literature.

Education 328, Social Studies in Junior High School (2)

This course is planned to prepare students to teach those social studies required in the junior high school. Consideration is given to the selection of social studies materials and their presentation in the junior high school. Particular attention will be paid to the activity programs suitable to the development of national and international understandings in the fields of history, geography, government, and politics.

Education 330, Guidance (2)

A basic course in the principles of guidance and related pupil-personnel services for elementary and junior high school teachers. Its purpose is to develop a concept of guidance which will enable teachers to see the relation of guidance to other phases of education. The meaning and purpose of guidance, methods of investigation in guidance, methods of guiding students, organization of guidance services in public schools, and common adjustment problems of youth are the major areas studied.

Education 401, 402, Directed Teaching (8, 8)

Fifteen hours a week. Students are placed in directed teaching centers on the campus or in nearby public school systems. They have opportunities to observe teaching, to participate in work with children, to teach in the elementary and junior high schools, and to participate in many activities for which regularly employed teachers are responsible.

Besides participating and teaching, the work of the student teacher includes individual and group conferences with training teachers and supervisors. Guidance is given students in selecting materials, in organizing units for teaching purposes, and in interpreting them in terms of guiding children in the total educative process. Reasonable skill in teaching techniques is required of each student, and an effort is made to enable him to develop a teaching personality and an understanding of the principles of education in practice.

Education 403, Children's Literature (3)

Students planning to teach in grades one to six inclusive, will enroll for this course. It is designed to enrich backgrounds for teaching literature. Topics selected for study include: literature in the education of the child, literature as a part of units of work, and as a leisure time pursuit; a critical evaluation of standard and contemporary literature by age levels; and a study of the techniques of presenting materials that develop in children the love of reading and good literature.

Education 404, History and Philosophy (3)

The major objective of this course is to assist the student in the organization, interpretation, and evaluation of his professional experiences in the light of the origin and development of organized education.

Education 405, Mathematics in the Elementary School (2)

The course emphasizes mathematics as the quantitative experience of the race, and is organized into three parts: first, the origin and development of the number system, the purpose of which is to give a basic understanding of the principles and practices of calculation; second, the methods of teaching the memorization of the necessary number facts and the four fundamental processes; and third, the social significance of mathematics, covering such topics as common and decimal fractions, percentage and its applications, area and volume, taxes, insurance, commission and other forms of income. Meaning is emphasized throughout the course.

Education 406, Psychology (3)

Educational psychology draws its content from four sources: the psychological laws and principles which have been identified and well verified by experience during the past fifty years; the laws of physical growth and development of children; the sociological laws and principles which have been identified and tested; and information relative to the nature of the human being.

In procedure the child is made the center of consideration. Children are observed in groups and as individuals. As a technique of study, anecdotal records are secured and then analyzed on the basis of six major or basic areas. The chief aim of the course is to effect a direct bearing of all information upon the learning and developmental processes of the child.

Education 407, Reading Disabilities (3)

This course includes a study of the analysis and the correction of the common reading disabilities. The program of work includes: points of view regarding retardation; factors inderlying the causes of reading dif-

ficulties; the relation of reading to growth; the selection of reading materials and techniques in relation to individual needs; and programs for corrective measures in a laboratory situation.

ENGLISH

Mr. Burnet, Dr. Elderdice, Mrs. Fleming

English 101, 102, Composition (3, 3)

These courses are intended to help the student write effectively, fully, and in a way appropriate to the subject, the situation, the reader, and himself. Assignments are given in detail, with emphasis on the writer's motive in communicating, his plan of organization, and his revisions. Individual help is given with every piece of writing. Though centered around compostion, the courses involve a comprehensive introduction to scientific grammar and research method, and some consideration of semantics and logic. Analyses in detail are made of contemporary exposition, argument, description and narration.

English 103, Speech (2)

This course affords the student an opportunity to develop skill and poise in the oral presentation of thought. Each student delivers speeches before an audience of his fellows, and receives criticism upon his ability to analyze his subject, to select and arrange his ideas, to secure the interest and consent of his hearers, and to speak with simplicity, clarity, and correctness. Emphasis is placed upon pronunciation, enunciation, voice, phrasing, posture, platform manners, parliamentary procedure, and the organization of panel and other forms of group discussion. Individual oral interpretation of various selections from literature is required.

English 201, 202, English Literature (3, 3)

English Literature is presented through a detailed study of representative writings of great writers. Materials from Beowulf through Sheridan in the first semester and from the Romanticists through Thomas Hardy in the second semester are presented. Attention is given to types of literature and also to dominant continuing and recurrent trends in subject matter, movements, techniques, and social and literary philosophies.

English 205, World Literature (3)

This course is a survey of European literary masterpieces from the earliest times to the present day. Intensive study is made of the *Iliad*, the *Odyssey* and of the plays of Aeschylus, Sophocles, Euripides and Aristophanes. Lyric poetry of Greece, Rome, and of modern continental countries is studied. The course is intended to bring students into touch with the masterpieces of world literature and with the conditions which produced them in order that they may read with better understanding their own literature.

English 301, American Literature (3)

Special attention is given to the backgrounds that have made American literature a distinct growth. Types and ideas are stressed. Consideration is given to divergent movements and writers from the pre-Revolutionary

papers of John Smith through contemporary materials by such authors as Steinbeck, MacLeish, and O'Neill.

English, 303, The American Novel (3)

This course is a study of outstanding American novels, from Cooper's *The Prairie* through Marquand's *The Late George Apley*. Included also are novels by Hawthorne, Melville, Twain, James, Crane, Dreiser, Anderson, Fitzgerald, Glasgow, Hemingway, Steinbeck, and Faulkner.

English 402, Modern Comparative Drama (3)

This is a study of European and American dramatists from Ibsen to O'Neill. The purpose of this course is to acquaint the student with the rise of the drama of ideas, to help him trace the modern movements of naturalism, symbolism, and expressionism, and to study the influences of one national drama upon another and to compare their techniques.

English 403, The Novel (3)

The Novel is a course in the critical and historical study of the growth and development of the English novel from its beginnings in the work of Defoe, Richardson, Fielding, and other major authors, to the modern novel. Emphasis is placed upon the types and techniques. Consideration of the novels as interpretations of human life and of political, social, and scientific movements is stressed. Investigation of modern attitudes and tendencies in fiction is also emphasized.

English 404, Play Production (3)

An introductory survey of the technical aspects of producing plays, involving choice, analysis and casting of a script; acting and direction of several scenes from a play; all the paper work associated with designing and planning scenery, properties, costumes, lighting and makeup; practical work in building scenery, applying makeup and handling lighting equipment; examination of standard practices in business and house management, and in the organization of theatrical groups.

English 405, Shakespeare (3)

This course is an intensive study of selected plays of Shakespeare with special attention to matters of textual criticism, characterization, dramatic technique, and of the biographical, literary, and theatrical background of the author's work.

GEOGRAPHY

Mr. Farace

Geography 201, 202, Elements (3, 3)

These courses comprise a study of the factors of the natural environment, their interactions, and their appraisal and utilization by man to satisfy his needs. They aim to build an appreciation of the types of civilization which have developed in different environments and of the ways in which the natural balance can be disturbed through the productive and exploitative activities of mankind. A study of the earth as a whole and in its relation to other bodies in the solar system forms an integral part of this course. A thorough study of the diverse regions of the world is made,

with emphasis on the inter-relationships between plant, animal, and human life and the natural environment. Map readings and interpretation are stressed as tools of geographical thinking and expression.

Geography 203, 204, Economic (2, 2)

A world survey and analysis of agriculture, manufacturing, transportation, trade, mining and forestry.

Geography 302, Regional Geography of the United States and Canada (3)

A regional study of the United States and Canada which treats the areal differentiation within the continent. The course emphasizes the interplay of the various cultural and physical features of the landscape. A portion of this course gives special treatment to the geography of Maryland.

Georgraphy 304, Regional Geography of Europe (3)

A regional study of Europe including the U.S.S.R. Emphasis is placed upon the regional differentiation and complexity of the continent. Some special treatment is given to the present geo-political problems of Europe.

Geography 306, Regional Geography of the Far East (3)

A regional study of Asia including China, Japan, India and Southeast Asia. Emphasis is given to the interplay of physical and cultural features in the landscape which result in the regional diversity of the continent. The problems of a changing Asia are stressed in terms of geography.

Geography 308, Regional Geography of Latin America (3)

A regional study of Latin America including the Caribbean. The interplay of physical and cultural elements and their reflection in the regional patterns is stressed. The interdependence of South America and North America is treated geographically.

Geology 201, Principles (3)

This course deals with landform analysis. Treatment is given to the agents of erosion and deposition: water, wind and ice and to the internal forces which leave visible evidences on the earth's surface. The approach is genetic rather than descriptive and some emphasis is given to the reflection of landforms in man's cultural patterns.

Meteorology 102, Principles (3)

The first half of the course treats individual weather phenomena including primary and secondary circulation patterns, the mechanics of rainfall, pressure the wind. The latter portion of the course brings together the individual elements in order to display their reflection in the regional differentiations and similarities of climatic patterns over the world.

HEALTH AND PHYSICAL EDUCATION

Miss Jamart, Mr. Maggs, Dr. Whitney

Health Education 102, Physiology (3)

This course aims to help the student gain knowledge of the elements of anatomy and physiology which serve as a basis for understanding individual health practices; to recognize particularly his own health problems and those common to individuals of his age; and to prepare himself

through knowledge of the structure and function of various tissues for the study of psychology and other courses in health education.

Health Education 402, The School Child (3)

The course aims to acquaint students with the health needs of pupils and to prepare them to deal intelligently with common situations involving the health of pupils. The course covers the relation to the health of the school child of such environmental factors as sanitation of the school plant and the ventilation and lighting of school rooms; the importance of the services of public health clinics and of close cooperation with the school physician and nurse; the knowledge of the defects and diseases, communicable and non-communicable, frequently found among children of school age; the methods of preventing some of the common infectious diseases, and practice in interpreting the medical records of pupils; the need for a well-balanced program of studies and physical activity during the school day; some understanding of the principles underlying health education in the elementary school and the selection of materials and methods appropriate for such teaching.

Health Education 403, Marriage and Family Relations (3)

An investigation from the standpoint of the participant of the personal relationships involved in family life. These questions will be dealt with from the varying approaches of childhood education, home problems, physiology, psychology, and family status in social life.

Physical Education 101, 102; 201, 202 Activities (1, 1, 1, 1)

2 hours a week. These courses provide an introduction to physical education activities and are planned to give the student a foundation for intelligent use of those activities, and for a systematic approach to other and more advanced activities. The courses should help the student to develop and maintain physical fitness; to develop personal ability in the fundamental skills and understanding of them; to develop game habits and understandings; to develop a method of learning skills and physical education activities; and to build a repertoire of physical education activities which he will use in teaching.

Physical Education 105, 106; 205, 206, Corrective (1, 1, 1, 1)

2 hours a week. These courses deal with the organization of programs and services in individual corrective work in different type situations. Students not admitted to physical education classes because of remedial defects may enroll.

Physical Education 301, 302, Methods; Teaching (1, 1)

2 hours a week. These courses outline the aims of physical education and give a brief history of physical education in the United States. Activities are planned to give the student actual practice for teaching. Subject matter is outlined for the elementary and junior high school. The material presented includes games for the playground and classroom, self-testing and rhythmic activities, posture and dramatic training. Prerequisite P. E. 101, 102; 201, 202, or consent of instructor.

Physical Education 401, 402 (1, 1)

2 hours a week. The chief topics in these courses are: play and what it means to the child; importance of organized play in school; organized

games; athletic and social games; stunts and efficiency tests; track and field events; folk dancing; physical education as outlined for the State of Maryland; how to conduct a meet; how to conduct tournaments; good sportsmanship. Prerequisite, P. E. 301, 302 or consent of instructor.

Physical Education 404, Folk Dancing (3)

This course is sufficiently extensive to give the student a rich repertoire of dances of different nations. Progression for teaching the step combinations such as two-step, polka, waltz, and schottische will be presented and discussed. Provision will be made for the collection of background material for the presentation of folk dances. The course will include a study of natural characteristics, folk costumes, and a brief history of the dancing of each country as it is considered.

Physical Education 405, Supervised Activities (3)

The course provides an opportunity for the student to work with children in Physical Education under adequate supervision of the college instructor. Observations are used to supplement the directed activities. Prerequisite, Physical Education 101-102; 201, 202, or consent of instructor.

Physical Education 406, Administration and Coaching (3)

The purpose of this course is to acquaint the prospective teacher of physical education activities with the areas of administration and coaching with which he will be most directly concerned.

Problems of administrative structure and procedure will be examined and discussed. The types of sports best suited to the age group taught will be studied as well as the techniques necessary to those sports.

The course is designed to summarize the past experience and knowledge in the field of physical education, and to help the student prepare the material for practical use in a teaching situation. Pre-requisite, Physical Education 101-102; 201-202, or consent of instructor.

MATHEMATICS

Mr. White

Mathematics 100, Arithmetic (3)

This course is designed to help students rebuild their skills in arithmetic and extend their understanding of its meanings. The topics studied will include integers, fractions, decimals, ratio, proportion, percentage, square roots, formulas, and common geometric forms.

Mathematics 101, College Algebra (3)

This course is planned for students who have a background in algebra. It begins with the study of quadratic equations and quadratic functions, and includes the following topics: systems of equations, ratio, proportion, variation, complex numbers, theory of equations, determinants, permutations, combinations, probability, the binomial theorem, and progressions.

Prerequisite: two semesters of high school algebra, or Mathematics 104.

Mathematics 102, Trigonometry (3)

The following topics are included in this course: the trigonometric functions and their graphs, trigonometric equations and identities, functions of two angles, logarithms, right and oblique triangles, the inverse functions, and an introduction to spherical trigonometry.

Prerequisite: one unit each of high school algebra and plane geometry.

Mathematics 103, Survey (3)

This is the required course for students who plan to teach. It begins with the historical development of mathematics and stresses the purpose and function of its elementary branches. It is a general education course and is not intended to give specific background for other courses.

Prerequisite: competence in arithmetic and basic algebra, to be determined by tests.

Mathematics 104, Basic Algebra (3)

This is a beginning course in algebra for college students who know little or no high school algebra. It begins with the fundamental concepts and includes the usual topics through linear equations, exponents, and radicals.

Mathematics 105, Commercial Algebra (3)

A practical course in college mathematics stressing particularly the application of algebra to problems in the field of business administration. Topics covered include: equations of the first degree, fractions, percentage and commercial transactions, exponents, logarithms, simple interest, and discount.

Prerequisite: 1 year of high school algebra or the equivalent.

Mathematics 106, Mathematics of Finance (3)

Mathematics for business administration students. Topics covered: compound interest, annuities, and perpetuities, bonds and reinvestments, sinking funds and amortizations.

Prerequisite: Mathematics 105, or the equivalent.

Mathematics 108, Analytic Geometry (4)

A study of rectangular and polar coordinate systems, graphs, lines, conic sections, curve sketching, parametric equations, transcendental functions, and introductory topics from solid analytic geometry.

Prerequisite: Mathematics 101 and 102.

Mathematics 201, Differential Calculus (4)

Variables, functions, limits, differentiation, critical points, applications of maxima and minima, differentials, simple integration and applications including fluid pressure, curvature, polar coordinates, mean value theorem, indeterminate forms.

Prerequisite: Mathematics 108.

Mathematics 202, Integral Calculus (4)

Integration as a process of summation, its application to areas, volumes, arc length, centroids, moments and moment of inertia, infinite series including Macclaurin's and Taylor's series, prismoidal formula and Simpson's rule, hyperbolic functions, partial differentiation and multiple integrals. Prerequisite: Mathematics 201.

MUSIC

Dr. J. L. Fleming

Music 104, Literature (2)

A survey course which aims to build a background that will give the average listener a better understanding and appreciation of the world's great music. The elements of music—rhythm, melody and harmony, together with tone color and form—are discussed, and their significance in choral and instrumental compositions is illustrated. A study of the music of great composers of the world is made from two points of view: (1) music in relation to the socio-economic-politico cultural life of the period represented and (2) contributions to the development of music as an art.

Music 202, Current (3)

In this course a study of the trends of contemporary music is made. The approach is primarily appreciative, but historical data is employed in order to draw comparisons with earlier idioms and ideologies. The influence of jazz on the modern music is discussed. The period covered is essentially that from 1890 to the present. Opportunity is offered for each student to investigate topics of special interest to him.

Prerequisite: Music 104, Literature, or approval of instructor.

Music, College Chorus (½)

The purpose of the College Chorus is to give any student interested in singing the opportunity to enjoy choral music; to develop musical ability, appreciation and taste; and to represent the college by performing as a whole or in small groups for civic and social gatherings in local and nearby communities, as well as in broadcasts and school assemblies, concerts, or other student and alumni affairs.

The College Chorus has a three-fold organization: Women's Glee Club, Men's Glee Club, and the combined choruses, known as the College Chorus. Smaller singing units are formed among the better singers.

Music 303, Fundamentals (2)

Designed to develop understanding of and performance in basic musical skills including music reading, ear training, theory, simple harmony, rhythms, piano, voice, conducting, simple instruments.

Music 401, Creative (3)

Designed for students particularly interested in the creative aspects of music. Elements of music analyzed and applied to original works—melodies and accompaniments for simple poems, piano selections, original poems set to music, dance forms and rhythms, original work with simple

instruments. Opportunity is offered for observation and experimentation in motivating creative musical activities in the elementary school.

Prerequisite: Music 303, Fundamentals, or approval of instructor.

Music 402, Advanced Creative (3)

The study of the elements of music is continued on an advanced level. Students have opportunity to write melodies, harmonize them and arrange them for vocal and instrumental groups of their choice. Modulation and chromatic harmony are analyzed and applied to original compositions. The principles of harmony and form are applied to the piano keyboard. Attention is also given to ear training. This course is designed especially for students who have some background in music theory and the piano and who wish to apply this ability to original musical compositions.

Prerequisites: Music 401, Creative, or approval of instructor.

Music 403, History (3)

The course in the history of music traces the development of music from the earliest times to the present. Changing theories of form and composition are studied. Outstanding compositions of major composers of the various periods are analyzed. The time covered is approximately 2,000 B.C. to 1900 A.D.

Music 405, Recreational (3)

Designed to include such elementary techniques of voice production, direction of group singing, and selection of material as will be of value to a recreational director. A compilation of song material will be made which can be used in social and religious gatherings, in camp and scout group meetings, and in similar situations. Consideration will be given to audio-visual aids and other devices used to promote interest in singing.

PSYCHOLOGY

Dr. May

Psychology 201, General (3)

A survey of the general principles underlying human behavior. The nervous system, perception, learning, emotion and personality are key points of emphasis. Experimental findings are constantly applied to practical situations.

Psychology 203, Psychology for Nurses (1)

This is an introductory course in psychology especially organized for student nurses. The point of reference is regularly that of the student and practicing nurse and the environment in which her profession places her. Particular emphasis is given to problems dealing with physical, mental, and personality deviates.

Psychology 204, Applied (3)

This course makes application of research findings in psychology to problems encountered in everyday life. Problems in business, industry, advertising, labor-management, the professions, and social relations are given special consideration.

Psychology 206, Social (3)

In contrast to individual psychology, which considers human problems primarily from inner characteristics both native and acquired, social psychology gives major consideration to overt behavior as expressed in group situations. Emphasis is placed on the relation of the individual to the group, mass reaction and judgment, the principles of group control, and the social significance of the individual abilities and characteristics. The chief aim of the course is to enable the student to interpret social phenomena and to realize the impact of such on his own personality.

Psychology 301, Child Growth and Development (3)

A study of the behavior patterns characteristic of children at various stages of their development and the sources from which this behavior derives. Special emphasis is placed on the interrelatedness of the child's development. To increase the practicality of the course, each student is required to make a longitudinal study of a normal child.

Psychology 302, Psychology of Adolescence (3)

Designed especially for the teacher of adolescent students this course places emphasis on the expected behavior of the normal individual as he passes through the adolescent years on his way to adulthood. The development sequences as revealed through experimentation are studied in relation to the overall behavior of the adolescent. Observations of a specific adolescent are made by individual students throughout the semester.

Psychology 401, The Exceptional Child (3)

A detailed study of gifted children and children with physical, emotional, and mental handicaps, including the severely mentally handicapped, and how these children may be helped to the fullest realization of their capacities.

Psychology 404, Mental Hygiene (3)

A study of the development of the human personality and the factors influencing its growth. Emphasis is placed on the building and maintenance of a stable personality structure with special attention to critical periods from which deviations are most likely to derive. Abnormalities or deviations are considered only by way of pointing out the dangers which threaten the weak personality structure.

ROMANCE LANGUAGES

Dr. Francis

French 101, 102, Elementary (3, 3)

French 101, 102 is planned for students who have had no previous study of French. The work of the two semesters covers the ground that is covered in two years of French in high school. An attempt is made to achieve balanced progress in the four phases of language use: namely, reading, writing, speaking and aural understanding of the language. At the same time, the students are introduced to France and the French people, their customs, and their cultural background.

French 103, 104, Conversation Laboratory (1, 1)

These courses are planned as two hours of laboratory practice with one hour of outside study each week. A concentrated attempt is made to achieve good pronunciation and intonation. Phonograph records are used extensively for the students to imitate. Conversational facility is furthered through imitation and memorization of everyday types of sentences and expressions. The courses do *not* include a study of grammar except insofar as incidental grammatical explanations may be needed for the correct practicing of sentences.

These are recommended as supplementary courses both for students in the beginning course, French 101, 102, and also for those students in Intermediate French who have not yet acquired an excellent French pronunciation.

French 111, 112, Intermediate (3, 3)

These courses are planned for students who have passed either two years' work in French in high school or a one-year elements course in college with a grade of C or better.

A major part of the work comprises a review of French grammar and composition, with special attention to idiomatic usages, plus the acquirement of ready facility in understanding both written and spoken French. The reading texts used vary from year to year according to the interests of the students in the class, but they are so chosen as to add to the student's knowledge of France and the French people.

French 113, 114, Intermediate Conversation Laboratory (1, 1)

2 hours a week. Intensive practice in oral facility and aural comprehension on the intermediate level.

French 201, 202; Advanced French Readings (3, 3)

An introduction to French literature, made through study of selected texts of literary value, is combined with increased achievement in rapid reading, understanding of more difficult idiomatic patterns, and greater fluency in speaking and in aural comprehension of French.

Prerequisite: Intermediate French or four years of high school French.

French 203, 204, Advanced Conversation Laboratory (1, 1)

2 hours a week. Intensive practice in oral facility and aural comprehension on the advanced level.

Spanish 101, 102, Elementary (3, 3)

These courses are planned for students who have had no previous study of Spanish. The work of the two semesters covers the ground that is covered in two years of Spanish in high school. An attempt is made to achieve balanced progress in the four phases of language use; namely, reading, writing, speaking and aural understanding of the language. At the same time an attempt is made to introduce the students to the life and cultural backgrounds of the Spanish-speaking people, both in Spain and in Spanish America.

Spanish 103, 104, Conversation Laboratory (1, 1)

2 hours a week. These courses are planned as two hours of laboratory practice with one hour of outside study each week. A concentrated attemp is made to achieve good pronunciation and intonation. Phonograph records are used extensively for the students to imitate. Conversational facility is furthered through imitation and memorization of everyday types of sentences and expressions. The courses do *not* include a study of grammar except insofar as grammatical explanations may be needed for the correct practicing of sentences.

These are recommended as supplementary courses both for students in the beginning courses, Spanish 101-102, and also for those students in Intermediate Spanish, who have not yet acquired an excellent Spanish pronunciation.

Spanish 111, 112, Intermediate (3, 3)

These courses are planned for students who have passed either two years' work in Spanish in high school or a one-year elements course in college with a grade of C or better.

A major part of the work comprises a review of Spanish grammar and composition, with special attention to idiomatic usages, plus the acquirement of ready facility in understanding both written and spoken Spanish. The reading texts used vary from year to year according to the interests of the students in the class, but they are so chosen as to add to the students' knowledge of Spain and the Spanish American countries, their people, their customs, and their cultural backgrounds.

Spanish 113, 114, Intermediate Conversation Laboratory (1, 1)

2 hours a week. Intensive practice in oral facility and aural comprehension on the intermediate level.

Spanish 201, 202, Advanced Spanish Readings (3, 3)

An introduction to Spanish thought, made through study of selected texts of literary value, is combined with increased achievement in rapid reading, understanding of more difficult idiomatic patterns, and greater fluency in speaking and in aural comprehension of Spanish.

Prerequisite: Intermediate Spanish or four years of high school Spanish.

Spanish 203, 204, Advanced Conversation Laboratory (1, 1)

2 hours a week. Intensive practice in oral facility and aural comprehension on the advanced level.

SCIENCE

Mr. Glenn, Dr. M. C. Fleming

Anatomy 101, Physiology (4)

Study of the structure and function of the various cells, tissues, organs and systems of the human body, with emphasis on their integration in the formation of the human organisms. Provides a course especially designed for student nurses and pre-nurses, or health education majors and is also suitable for others who intend to major in some branch of the

biological sciences. Instruction involves lecture, demonstration, discussion and laboratory work. Use is made of a human skeleton, a model of the human torso, and of the preserved cat, together with other laboratory materials. All study is directed toward a better understanding of the human body and how normal functioning can best be maintained.

Biology 103, Microbiology (2)

1 lecture-discussion period and 1 laboratory period a week. Consideration is given to the microbes, a knowledge of which is of particular importance to nurses and those expecting to major in some phase of the biological sciences. Laboratory work includes study of the microorganisms as they grow under both artificial and natural conditions.

Biology 202, Human (2)

Lecture periods include demonstrations and discussions of the growth and development of the human body. Special emphasis is placed upon developing desirable understandings as to the biological basis of human behavior. Consideration is given to the individual through embryology, the infant period, early childhood, the school years, and adulthood. The course is especially designed to provide persons who are to work with children with a better comprehension of the biological forces which tend to cause the individual to grow, develop, and behave as he does.

Biology 302, Nutrition (2)

Review of digestion and assimilation in humans with emphasis on the needs and reactions of the body to foods of various types and amounts. Special consideration is given to the food requirements of growing children. Problems involving the selection and preparation of food as related to family and community health are included.

Botany 102, General (4)

2 lecture and 2 laboratory periods a week. This course consists of the study of the relationship of the plant groups and also of the anatomy and physiology of the seed plants. The chief aim is to present the fundamental biological principles of plant life and to provide a cultural background for the student. The nature and aim of the biological sciences, their methods, and the value of their results are also presented.

Botany 204, Field (2)

1 lecture and 1 three-hour laboratory period a week. This course is designed to acquaint the student with plants in their natural habitat and the factors affecting their growth. Practice will be provided in the identification of representatives of the divisions of the plant kingdom. Special attention will be given to the identification of wild flowers, trees, and shrubs.

Chemistry 101, 102, General (4, 4)

3 lectures and 2 laboratory periods a week. These courses deal with the subject matter usually included in general chemistry. They are organized on the broad principles of the subject rather than a detailed description of the elements. The principles studied are extensively illustrated with descriptive matter which in the first course deal chiefly with the characteristics of the non-metals. The laboratory experiments are select-

ed to give the student practice in the application of the principles. Quantitative relationships are stressed in the laboratory work.

The second course deals with principles, and industrial applications rather than pure descriptive matter. This course includes a study of the characteristics of the metals. The compounds of carbon with their application to nutrition and the field of synthetic chemicals are given special attention. An introduction to systematic qualitative analysis is included.

Chemistry 103, Chemistry for Nurses (2)

1 lecture and 1 laboratory period a week. This course deals with selected elementary principles of inorganic, organic and physiological chemistry. Both the lectures and laboratory are organized to aid the student in developing understandings, which are applicable to nursing, rather than to trained technicians. The course is intended primarily for nurses in training, and for students enrolled in the pre-nursing curriculum.

Chemistry 105, Introductory (3)

2 lecture and 2 laboratory periods a week. A course similar in content to Chemistry 101, but placing more emphasis on the application of the fundamental principles and less on advanced theory. It is organized to meet the needs of students in general education, industrial arts, nursing, home economics, and physical education.

Chemistry 106, Introductory (3)

2 lecture and 2 laboratory periods a week. This course is a continuation of Chemistry 105. In addition to the industrial application and metallurgy of the most common metals, special emphasis is placed on elementary physiological chemistry.

Chemistry 203, Qualitative Analysis (4)

2 lecture and 2 three-hour laboratory periods a week. The principles of Chemistry studied in Chemistry 101-102, are applied to the detection of the common metallic and nonmetallic ions. The course is recommended for students who are preparing to study agriculture, chemical engineering, dentistry, medicine, medical technology, and veterinary medicine.

Chemistry 204, Quantitative Analysis (4)

2 lecture and 2 three-hour laboratory periods a week. A brief course in the fundamentals including laboratory study of selected typical gravimetric and volumetric procedures. Recommended for students entering the professions listed under Chemistry 203.

Physics 101, 102, Elements (3, 3)

2 lecture periods and 1 three-hour laboratory period a week. First semester: Mechanics, heat and sound. Second semester: Light, magnetism, electricity, and a brief introduction to nuclear physics. These courses are designed primarily for students who plan to take agriculture, home economics or industrial arts. Prerequisite: 1 unit of high school algebra or equivalent.

Physics 201, 202, Fundamentals (4, 4)

3 lecture periods and 1 three-hour laboratory period a week. First semester: Mechanics, heat and sound. Second semester: Light, electricity,

magnetism, and a brief introduction to nuclear physics. These courses are designed to give the student insight into the use and development of the important physical laws and theories. They are designed primarily for pre-dental and pre-medical students, but are open to all who have an adequate mathematical background. Prerequisite: Mathematics 101-102 or the equivalent.

Science 101, 102, Bilolgical (3, 3)

2 lecture periods and 1 laboratory period a week. These courses undertake to develop correct knowledge, understandings and generalizations as to man's place in the living world of plants and animals. Special emphasis is given to applications of biology to the problems of life in general and particularly to those problems of child growth and development to which biological science can make a definite contribution. Instruction includes lectures, demonstrations and discussions together with laboratory work and field study. Provides the biological subject matter needed by the student who is to teach in the elementary or junior high school.

Science 201, 202, Physical (3, 3)

2 lecture periods and 1 laboratory period a week. These courses are designed to give a broad acquaintance with the various fields of the physical sciences. The primary aim is to increase awareness of physical phenomena and to show how the understanding and interpretation of these phenomena contribute to our living. The materials are selected from the fields of astronomy, earth sciences, physics, and chemistry, and cut across the boundaries of these fields in order to bring out their relationships and to provide a background for the appreciation of the cooperative nature of the scientific advances of today.

Zoology 101, General (4)

2 lecture periods and 2 laboratory periods a week. The aim of this course is to acquaint the student with the general biological principles through the study of the anatomy and physiology of the representatives of the animal kingdom. It is designed to provide a cultural background as well as a foundation for courses in psychology and sociology. The student is also made acquainted with the relationship of the biological sciences and the general application of the principles developed in the study of zoology.

Zoology 203, Field (2)

1 lecture and 1 three-hour laboratory period a week. The purpose of this course is to study the relation of animal life to the environment. In addition. the student will study the behavior and identification of the common insects, birds, mammals, etc. Some attention will be given to the care of animals in the classroom. Prerequisite: Science 101-102 or Zoology 101.

SOCIAL SCIENCES

Mr. Fleming, Dr. Thomas, Dr. Wroten

Business Administration 101, 102, Organization and Control (2, 2)

These courses survey the organization of business enterprise. Examination is made of internal and functional organization, and followed by

a survey of industrial and management control.

Economics 101, 102, Economic Development (2, 2)

These courses present an introduction to present day economic systems, their origin and development. Western Europe and United States are areas emphasized.

Economics 201, 202, Principles (3, 3)

These courses present a general analysis of the economic system. The first course considers basic concepts and principles. The second is concerned mainly with modern problems of the economic system. Prerequisite: sophomore standing or consent of instructor.

Economics 401, Conservation of Natural Resources (3)

The course deals with the vital problems of the conservation of soils, minerals, forests, wild life and inland water resources. Local applications will be stressed with field trips.

Economics 402, Consumer (3)

An analysis of the place of the consumer in our economic society, consumer demands, the need for customer education for effective consumption, and agencies cooperating to aid the consumer. Specialists in the various topics are guest lecturers. Special problems are assigned.

Government 101, American (3)

A basic course in the governments of the United States. A comprehensive study is made of the federal government, the state governments, and local governments. Some time is given to probable causes of changes in government.

History 101, 102, European (3, 3)

These courses trace the development of European man as a social being from the time of the early Mediterranean civilizations to the present day. Much attention is given to a discussion of the political, social and economic developments during the twentieth century.

History 201, 202, American (3, 3)

These courses offer a comprehensive survey of the political, economic, social, and cultural forces which have shaped the pattern of life in the United States. Sources of particular problems are uncovered and the present status of these problems is viewed in the light of their historical development. Special emphasis is placed upon the origins and development of American democracy.

History 301, The History of Maryland (3)

A study of Maryland history from the colonial period to the present. The course deals with a survey of the Free State's history, with special stress placed on the leaders, institutions, and contributions made in Maryland and by Maryland to the nation.

History 401, American Diplomacy (3)

An historical study of the diplomatic negotiations and foreign relations of the United States from 1776 to present. Open to upperclassmen only.

History 402, International Relations (3)

The course uses United States international relations as its core, stressing recent events. It discusses United States foreign policy with particular attention to world events of the twentieth century. It is assumed that the student possesses a fair knowledge of the political and social history of the United States and of Europe. A carefully documented research paper is an integral part of the class work.

History 403, Social and Intellectual History of the United States (3)

A history of American thought as reflected by her people and leaders. The development of American life from the colonial period to the present with emphasis upon the intellectual, social, religious, and economic movements.

Sociology 102, American Life (3)

A general analysis of the social structure, the large and small urban and the rural communities; the composition and distribution of population; and the social institutions and organizations.

Sociology 103, Sociology for Nurses (1)

A general survey of the principles of sociology providing the essentials for the understanding of man and society. Particular attention is given to the place of the nurse in the social pattern.

Sociology 402, Socio-Economic Principles and Problems (3)

The course in socio-economic principles and problems is designed to give teachers better facilities for evaluating and understanding the basic governmental, economic, and social problems of modern American institutions. The course is divided into three parts the first of which deals with the underlying principles of the American system of government, the second the principles of the American economic system. In each area comparisons are drawn with other systems to show the advantages of the American system. The third section of the course points up modern contemporary social problems and the methods used in trying to find solutions.

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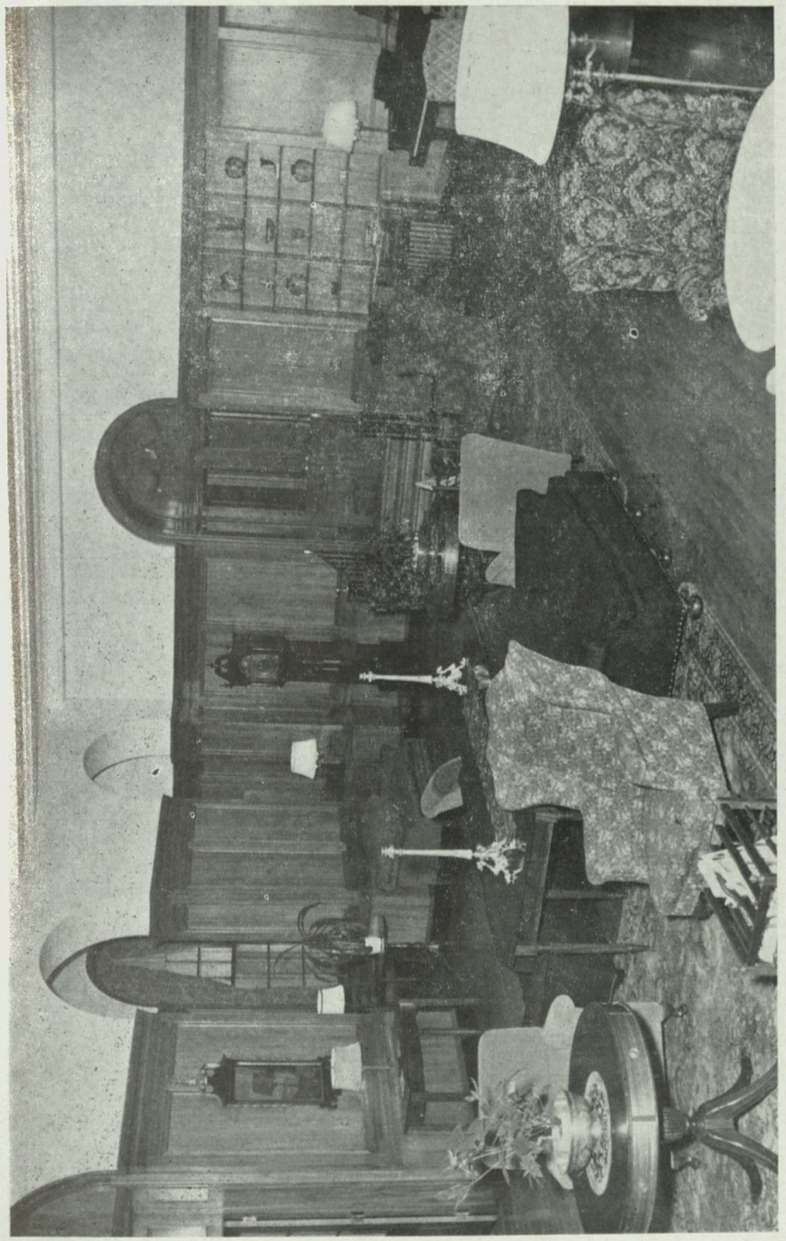
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